  

*Federal Government: SS.7.C.1.7*

***Limits on Government Power***

**VIDEO VIEWING GUIDE**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Question** | **List Specific Evidence from the Video** | **Complete Sentence** |
| **1.** What is constitutional government based on?  |  |  |
| **2.** What limits the powers of state and federal government?  |  |  |
| **3.** What is the purpose of limited government? |  |  |
| **4.** Why is power divided between the three branches of government? |  |  |
| **5.** Identify the role and responsibility of each of the three branches of government: |
| **5a.** Legislative: |  |  |
| **5b.** Executive:  |  |  |
| **5c.** Judicial:  |  |  |
| **6.** What is judicial review?  |  |  |
| **7.** Define ‘separation of powers’ in your own words. |  |  |
| **8.** Define ‘checks and balances’ in your own words. |  |  |
| **9.** Provide an example of the ways in which each branch can check and balance the actions of another branch: |
| **9a.** Executive:  |  |  |
| **9b.** Legislative:  |  |  |
| **9c.** Judicial:  |  |  |
| **10.** How do the concepts of separation of powers and checks and balances limit the power of government? |  |  |

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**READING GUIDE #1**

**Reading: Limited Government**

**Benchmark Clarification 1:** Students will explain the concept of limited government as set forth in the U.S. Constitution.

|  |  |
| --- | --- |
| **Reading Task** | **Response** |
| What ideas are presented in the reading? |  |
| What is the central idea of the reading? |  |
| Select two words or phrases that support the central idea. |  |
| How might this reading connect to your own experience or something you have seen, read, or learned before? |  |
| Explain the concept of limited government as set forth in the U.S. Constitution. | The concept of limited government as set forth in the U.S. Constitution is:  |

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**READING GUIDE #2**

**Reading: Distinguishing Between Separation of Powers and Checks and Balances**

**Benchmark Clarification 2:** Students will describe and distinguish between the concepts of separation of powers and checks and balances.

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| --- | --- |
| **Reading Task** | **Response** |
| What ideas are presented in the reading? |  |
| What is the central idea of the reading? |  |
| Select two words or phrases that support the central idea. |  |
| How might this reading connect to your own experience or something you have seen, read, or learned before? |  |
| Describe the concepts of separation of powers and checks and balances. How do they differ? | The concept of separation of powers is:  |
| The concept of checks and balances is:  |
| These two concepts differ by: |

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**READING GUIDE #3**

**Reading: How Checks and Balances and Separation of Powers Limit Government**

**Benchmark Clarification 3:** Students will analyze how government power is limited by separation of powers and/or checks and balances.

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| --- | --- |
| **Reading Task** | **Response** |
| What ideas are presented in the reading? |  |
| What is the central idea of the reading? |  |
| Select two words or phrases that support the central idea. |  |
| How might this reading connect to your own experience or something you have seen, read, or learned before? |  |
| How does the Constitution limit government power? | The Constitution limits government power by: |

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**READING GUIDE #4**

**Reading: Examples of Limited Government**

**Benchmark Clarification 4:** Students will be able to recognize examples of separation of powers and checks and balances.

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| --- | --- |
| **Reading Task** | **Response** |
| What ideas are presented in the reading? |  |
| What is the central idea of the reading? |  |
| Select two words or phrases that support the central idea. |  |
| How might this reading connect to your own experience or something you have seen, read, or learned before? |  |
| Provide two examples of separation of powers and two examples of checks and balances. | Separation of Powers Examples: |
| Checks and Balances Examples:  |



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**VOCABULARY PRACTICE**

**Limits on Government Power**

Write about your understanding of **how the Constitution limits the powers of government** by explaining the connections between and among each of the terms in the concept circle.

How do the terms in the concept circle fit together?





Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**PRACTICE QUIZ**

 **Limits on Government Power Practice Quiz Reflection**

|  |  |
| --- | --- |
| **FIRST Attempt Score** | **I answered \_\_\_\_\_\_ questions right.**  |
| **One thing I learned:** |  |

|  |  |
| --- | --- |
| **SECOND Attempt Score** | **I answered \_\_\_\_\_\_ questions right.**  |
| **One thing I learned:** |  |